DOCUMENT RESUME

ED 172 534 FL 010 277

TITLE Meeting of Experts on Diversification of Methods and Techniques for Teaching a Second Language or Foreign Language with Reference to the Aims in View, Levels and Age Groups, Social and Professional Background: Final Report.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE 13 Feb 76

NOTE 27p.; Best copy available

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Adult Students; *Age Groups; Educational Innovation; Educational Objectives; Elementary Secondary Education; Immersion Programs; *Individualized Instruction; Instructional Materials; Instructional Media; *Language Instruction; Language Research; *Second Language Learning; *Student Needs; Teacher Education; *Teaching Methods

IDENTIFIERS *UNESCO

ABSTRACT

A meeting of the United Nations Educational, Scientific, and Cultural Organization confirmed that teachers and research workers have been faced with the problem of diversification of methods and techniques in language teaching and with the necessity of adapting approaches to the specific needs of the many categories of learners. A new approach in teaching that has been observed is a move toward greater individualization of language teaching. The relationship between diversification and the individualization of teaching is unsatisfactory on its existing basis. A review of the language teaching situation in the various countries represented at the meeting and in a number of other countries revealed shortcomings in the following areas: (1) teaching materials, (2) equipment, (3) teacher training, (4) the contribution of language sciences, (5) teaching methodologies, (6) second language teaching at an early age and total immersion experiments, (7) definition of objectives, and (8) information and international cooperation. The diversification of modern language teaching involves consideration of three fundamental problems: how to define the objectives of language teaching, how to determine the language needs of the learners, and how to define the groups of learners. Instructional innovations, the teaching of languages to adults, and research developments are discussed. Proposals for future action to ensure the required diversification of language teaching are offered. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Distribution: limited

ED-75/CONF.606/25
PARIS, 13 February 1976
Original: French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

804

MEETING OF EXPERTS ON DIVERSIFICATION OF METHODS AND TECHNIQUES FOR TEACHING A SECOND LANGUAGE OR FOREIGN LANGUAGES WITH REFERENCE TO THE AIMS IN VIEW, LEVELS AND AGE GROUPS, SOCIAL AND PROFESSIONAL BACKGROUND

Paris, Unesco House, 15-20 September 1975

FINAL REPORT

BEST COPY AVAILABLE

I. INTRODUCTION

1. A meeting of experts on diversification of methods and techniques for teaching a second language or foreign languages with reference to the aims in view, levels and age groups, social and professional background, was held at Unesco House, Paris, from 15 to 20 September 1975, in accordance with the provisions of the work plan relating to resolution 1.221 adopted by the General Conference at its eighteenth session. The meeting (Category VI) was attended by 20 specialists - administrators, linguists and teachers - invited in their personal capacity, and by nine observers (see Annex I).

2. A working paper (ED.75/CONF.606/5) was submitted to participants together with an explanatory note and a number of reference documents (Annex II).

3. The meeting was opened by the representative of the Director-General, Mr. René Ochs, Director of the Division of Structures and Content of Life-long Education, who spoke of the aim of the meeting and its place in Unesco's activities relating to language teaching.

4. The meeting elected its officers as follows:

Chairman:	Mr. Sven G. Johansson (Sweden)
Vice-Chairmen:	Mr. Salah El-Araby (Arab Republic of Egypt) Mr. Ayo Bamgbose (Nigeria) Mr. Bojil Nicolov (Bulgaria) Mrs. Asmah Haji Omar (Malaysia)
Rapporteurs:	Mr. D. Girard (France) Mr. E. Roulet (Switzerland)

who were joined, during the drafting of the final report, by Mr. Hindmarch.

5. Mr. Z. Zachariev (Division of Structures and Content of Life-long Education) acted as Secretary of the meeting.

6. Ten meetings were held, with a working party, composed of Mr. Szépé, Mr. Bamgbose, Mr. De Grève and Mr. Gorosch, assisting in the work.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
UNESCO

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF

II. BACKGROUND OF THE MEETING

The meeting was held in the context of a series of studies carried out by Unesco, by various means, on a number of problems relating to language teaching, and on the activities undertaken under the ALSED programme, designed to promote the contributions of anthropology and language sciences to educational development.

The theme of the meeting relates more precisely to one of the main concerns upon which Unesco's programme in this field is based: improvement of the teaching of second and foreign languages and promotion of the mother tongue as a language of communication. More generally, however, the theme was selected in order to fill a gap and make good a shortcoming found in most education systems: the fact that teaching methods are not properly adapted to the various purposes of language teaching - purposes which may already sometimes be incompatible at a particular level or for a given type of education, and which differ widely according to age group, and to the social and professional categories involved, with their heterogeneous requirements, motivations, psychological characteristics and living and working conditions. This problem is becoming especially acute in the present situation, which is marked by a number of new factors: the concept of life-long education, which is transforming the significance and impact of education, while considerably broadening and diversifying the range of the different categories of "learners" by the addition of a large adult public; the demands of international understanding; new views on the design of curricula, the development of language-teaching methods and techniques and their use in self-teaching; the progress of linguistics research and its application to language teaching, and advances in the theory of learning.

The Secretariat therefore considered that the time had come to analyse the various purposes of language teaching for a given group, and for different groups of learners, taking into account the type and level of competence which it was desired or possible to attain, and the requirements, motivations, living and working conditions, resources and psychological characteristics of those different groups; and to consider the practical measures, methods and techniques by which the required diversification might be encouraged, and to identify the types of research necessary in this respect and the forms of international co-operation desirable for the purpose.

III. SURVEY OF PRESENT TRENDS AND SHORTCOMINGS NOTED

The discussions began with an examination of the situation in the various countries of origin of the participants and an exchange of impressions bearing mainly on the shortcomings found in the teaching of languages.

It was generally agreed - and confirmed by the many papers submitted at the meeting - that teachers and research workers had been faced in the last few years with the problem of diversification of methods and techniques in language teaching, and with the necessity of adapting approaches to the specific needs of the many categories of learners, but that no satisfactory development had taken place.

It was undoubtedly true that the development of techniques and progress in linguistics research had had inevitable repercussions on language teaching. The new approach in teaching which had been observed, affecting an increasing number of teachers, was a move towards greater individualization of language teaching, in which more importance was laid on the active participation and creativity of the pupil and greater attention paid to his abilities and possibilities.

The relationship between diversification and the individualization of teaching was, however, unsatisfactory on its existing basis. The new approach in teaching was not always conducive to the establishment of a relationship between the teaching of languages and that of other disciplines, or out-of-school activities (artistic subjects or sport).

A review of the language teaching situation in the various countries represented at the Meeting and in a number of other countries on which information was available(1) revealed the following shortcomings:

(a) Teaching materials

Although the materials available were satisfactory in normal teaching situations, they proved to be inadequate for less gifted pupils, particularly those from underprivileged socio-economic groups (see the evaluation made in Great Britain over a ten-year period of the experimental teaching of French to children aged between 8 and 11 years(2)).

There was also a shortage of appropriate material for teaching specific skills (for example understanding of the written word) in languages taught as a special subject in universities and also for teaching the written language at the secondary level.

Lastly, available teaching materials were not always suitable for the socio-economic situation obtaining in the countries in which they were used.

(b) Equipment

The FIPLV survey mentioned above demonstrated the predominance of the textbook in language teaching in the vast majority of the 49 countries participating in the survey. Attention was drawn to the limited use made of television, films and the language laboratory in most countries, although there had been a considerable increase in the use of portable equipment in language classes (tape-recorder and slide projector). The main obstacles were partly educational (the slowness of change among language teachers and their frequently conservative attitudes) and partly financial, economic or technical.

The meeting discussed the advantages and disadvantages of the language laboratory. It quickly became clear that the high cost of such equipment meant that its use could not even be contemplated in a large number of countries. There was general agreement that, in the light of experience gained in the use of the language laboratory, such costly equipment should, in principle, be reserved for more advanced teaching and for teacher-training.

It would be unreasonable to take any decision without detailed prior study of cost/benefit ratio. Although not denying the effectiveness of the language laboratory in developing certain skills (in particular oral comprehension) when used with appropriate teaching materials and integrated with class work, the meeting noted that the current tendency (particularly in Europe) was to give priority to the introduction of portable equipment (tape-recorder and slide projector) in language classes.

---

(1) Survey carried out by the FIPLV at the request of Unesco (Foreign language teaching and learning today, 1975).
(2) Cf. Clare Burstall's report, Annex II.

(c) Teacher-training

Besides the often unsatisfactory quality of classroom materials and the shortage of equipment, there is the further problem of the qualifications of teachers. In most countries, owing to lack of time and inappropriate syllabuses, teachers receive training which is inadequate both from the linguistic and from the methodological points of view. This is a fundamental problem on which the meeting will focus its attention later in studying the problems involved in diversification.

(d) The contribution of language sciences

Generally speaking, the contribution of the language and learning sciences is not taken sufficiently into account in designing classroom material and in training teachers, although their potential contribution is difficult to pin-point in the present circumstances.

(e) Methodologies

The prevailing methodologies do not take adequate account of the learner's contribution to the learning process. They thus neglect important factors making for the success of the process, such as the establishment of close co-ordination between the teaching of the mother tongue and of the second language. Specific methodologies remain to be devised for certain fields which are today recognized to be important, such as the teaching of the written language.

(f) Second-language teaching at an early age and "total immersion" experiments

The teaching of modern languages at an early age raises two fundamental problems: the choice of methodologies suited to the requirements of the target group in terms of the age of the children, their socio-cultural background, and the standard they have reached in the second language; the necessity for continuity in learning up to the end of primary education and the beginning of secondary education. These first two requirements are in no way irreconcilable, since continuity denotes non-interruption rather than monotonous and wearisome repetition, year in and year out, of the same methodological and pedagogical approach.

The success of such teaching depends also on other factors such as thorough initial and in-service training of teachers, an adequate number of teaching hours, and constant evaluation of the learning process.

Sufficient definitive data are not yet available to show whether the early teaching of languages makes for more rapid attainment of the aims in view, but it is becoming increasingly apparent that older children learn more quickly, and retain their knowledge better than younger children and that, therefore, if a later start is made, they may achieve the same results as when they begin at an early age.

The effectiveness of the new methods entailing the "total immersion" of the learner in the second language was discussed by the meeting in connexion with experiments in teaching young children, although these methods are also being tried out with other target groups (cf. the Peruvian and Malaysian examples). Interesting results seem to have been achieved in several countries (for example, in Canada). There have also been some severe setbacks. In any case, the experience gained so far is still too limited and too debatable to justify an assumption that the good results which have been noted would necessarily be repeated in all educational and socio-economic contexts.

(g) Definition of objectives

Teachers, and more particularly learners, do not always have a clear idea why they are teaching or learning a given language. This ignorance of the objectives of language teaching has unfortunate effects on the motivation of teachers and learners. In a learning system which involves several languages or varieties of language (different dialects of the mother tongue and a variety of mother tongues and second languages), in particular in multilingual societies such as those of India and many African countries, the definition of objectives should be associated with a systematic description of the functions of the various languages and linguistic variants in the community.

Classes which are heterogeneous both from the linguistic and from the cultural points of view (for example in Zambia) raise further serious problems with regard both to the selection of teaching materials and to the training of teachers. The meeting noted with interest that from next year onwards Unesco planned to devote part of its efforts to this difficult problem of education in a multicultural and multilingual context.

(h) Information and international co-operation

A lack of information and co-operation at international level is all too often a feature of language teaching. This gives rise to parallel and piecemeal educational experiments, the findings of which are of benefit only to limited circles.

IV. THE PROBLEMS INVOLVED IN DIVERSIFICATION

The diversification of modern language teaching by reference to the characteristics of the learners presupposes consideration of three fundamental problems:

1. How to define the objectives of language teaching?

2. How to determine the language needs of the learners?

3. How to define the groups of learners?

In defining the objectives of diversified language teaching, the following points should be considered:

(a) distinction between the purposes of language teaching, which come under a government's general educational policy and its language policy, and the objectives of the teaching of a particular language in that context;

(b) due regard to local conditions in defining the specific objectives of the teaching of a second language; in particular, it is pointless to aim at the acquisition of a high standard of competence in communication in a given language if that language is not used by anyone in the community;

(c) distinction between objectives which may be described as formative or cultural, and the more practical, instrumental objectives of the learning of a language;

(d) relation of the objectives of the learning of one language to the teaching of other languages, including the mother tongue and the local dialect of the learner;

(e) systematic examination of the possibilities of compatibility between the different types of objectives mentioned above; consideration in particular of the extent to which teaching can be directed simultaneously to the attainment of a specific objective (such as understanding of the written form of a second language) and a general objective (such as the fostering of a personality which is receptive to different cultures);

(f) clear determination of responsibilities in each country, for the definition of objectives in language teaching at different decision levels - authorities, authors of teaching methods, teachers - and establishment of regular exchanges of information between those having responsibilities in this field;

(g) lastly, investigation of the possibility, and usefulness, of linking the learning of languages with that of other school subjects (physics or chemistry, for example), on the hypothesis that the objectives in second-language teaching are attained more rapidly if the language is regarded not as an end in itself but as an instrument of knowledge (problems of the learner's motivation).

With regard to the second problem, that of determining language needs, account should be taken of existing definition models, in particular those of Gorosch(1) and Richterich(2), so as to evaluate their possibilities and limitations and, if necessary, to modify and supplement them.

Care should be taken:

(a) to avoid an over-restrictive interpretation of the term "need" in relation to a particular professional activity; the more general needs of communication and of personality development should also be included;

(b) not to discount the intrinsic educational value of learning a foreign language in the case of children and adolescents in the 11-18 age group;

(c) while establishing the principle that language needs are very varied, not to overlook the psychological common denominators shared by children of all countries and all environments;

(d) to treat the determination of needs as a continuous, developing process from the point of view both of the learner and of society;

(e) to define clearly the responsibilities of the various institutions and individuals engaged in the analysis of language needs and to establish close, sustained co-ordination between those responsible.

The definition of groups of learners can only be based on specific criteria, the most important of which are:

the socio-cultural environment;

the mother tongue (acquisition and learning at school);

---

(1) See report by Dr. Gorosch and Annex III.
(2) See report by Professor Roulet (model presented on p. 16).

age;

the ability to learn languages (to be distinguished from the intelligence quotient);

motivations;

language needs.

Participants agreed that diversification should not lead to fragmentation and that flexibility should be used in its application; the greatest danger was, however, absence of diversification. In any study of the problems involved in the diversification of modern language teaching, full account must be taken of a further fundamental problem - that of teacher-training, the shortcomings of which were frequently noted. The suggestions made during the meeting for dealing with the present situation were summarized in documents submitted to the meeting (see Annex II).

Among other important factors involved in diversification, three were studied and discussed at length during the meeting:

innovation in the field of methods, techniques and materials;

innovation in the key area of the teaching of adults;

direction of pure and applied research;

These three points are dealt with successively in the three following sections of the report.

V. INNOVATION IN METHODS, TECHNIQUES AND MATERIALS

In order to assemble a sound body of documentation on work at present in progress in Europe for the diversification of methods and techniques, the Secretariat of Unesco asked the French National Commission, with the assistance of a team of research workers from the Ecole Normale Supérieure at Saint-Cloud, to prepare a critical study of ways and means of individualizing teaching and learning for oneself in the sphere of modern languages. Representatives of the team submitted their draft analysis chart to the meeting, in order to obtain the views of participants on the parameters to be selected, distinguishing between:

the individualization of learning:

within the class-group;

as applied to a single individual;

autonomy, which implies absence of a teacher:

either total (self-teaching);

or partial (during certain stages in the learning process).(1)

---

(1) Cf. document ED.75/WS/59.

Consideration of methods and techniques necessarily brings up the problem of experiments in language learning. It seems that at present there is no entirely satisfactory method for field experiments. It is possible, however, to distinguish two stages in any experiment: a period of random experimentation, in which any forms of initiative may be pursued, and a period of organized experiment, in which the initial hypotheses are checked. It is then necessary to consider in respect of which parameters the methodological units may modify their internal structure or their relation to outside factors. In any case, an evaluation of the methods used is essential if it is desired to avoid the danger of the spread of ineffectual methods which owe their success only to intensive advertising.

The advantages and disadvantages of intensive training courses were discussed. Such courses often produce interesting results but they may give rise to serious human problems. The rate at which the learner subsequently forgets what he has learnt during an intensive course (retention rate) constitutes another disturbing aspect of these methods, to which serious research should be devoted. In this connexion, a distinction should be drawn between intensive courses which have no follow-up and those which are part of a learning strategy based on initial intensive training. The problem must be posed in different terms according to whether the language being learnt is a foreign language or a second language, and according to whether the training is given in the country of origin of the students or in a foreign country.

The use of language methods and techniques should be linked to the cultural context, which cannot be divorced from linguistic considerations, especially in multilingual countries where the existing languages are found at several levels (local, regional, inter-regional and international).

The meeting noted the often rather unsatisfactory relationship in the past between the mother tongue and the second language, the neglect of the importance of the mother tongue in the process of teaching a second language, and the failure to make use of the knowledge which the pupil, whatever his age group, had of his mother tongue as a means of helping him to learn a second language. The accounts of their experience given by participants lent further support to the view that knowledge of the mother tongue has a direct bearing on an effective grasp of a second language. As a large number of countries are bilingual or multilingual, participants urged that greater attention be paid to the study of the relationship between the two languages, with a view to the introduction of innovations in teaching methods, techniques and materials, suitably adapted to the specific conditions of a given situation.

Several examples of methodological innovations were given, such as visual presentation of gramatical facts (human figures or syntactic diagrams presented concretely on a feltboard, with simple symbols adapted to the level of the pupils and their social and cultural background). In language classes, with large numbers of pupils, such as are found in many countries, the desired diversification is impeded by considerable material difficulties, and necessitates the development of specially adapted methods.

The meeting also discussed the methods and techniques used in the training of teachers and of teacher-educators. The video-tape recorder was proving particularly useful for critical analysis in classes (micro-teaching and analysis of interactions).

A final important point which emerged in the discussion was the idea that most methods could not simply be taken over or exported, as they stood, for use in other educational contexts.

The problem of diversification was considered in terms of the application of different parameters to specific national situations; the meeting was not in favour of automatically applying parameters characteristic of developed countries to the conditions prevailing in developing countries, and stressed the need for investigating education and methodological approaches which took greater account of the national context, deprecating the straightforward transfer of the results of experience. The meeting also highlighted the importance of relating language teaching to teaching about culture and civilization. New methods should wherever possible, be closely linked with the school and cultural contexts, for which purpose it might be important for the teachers themselves to prepare the materials they would be called upon to use, or at least to assist in the necessary work of adapting existing methods.

The discussion on methods and techniques led to the conclusion that a great deal of research and experiment was needed, and that an effort had to be made to adapt methods to objectives. Somewhat unexpectedly, in view of the terms in which the problem had initially been stated, it was found that, instead of being factors making for diversification, most of the methods themselves required to be further diversified, by reference to the purposes of the teaching and the requirements of the different groups of learners.

VI. THE TEACHING OF LANGUAGES TO ADULTS

The meeting was particularly concerned with the teaching of modern languages to adults, in the first instance because it was a very widespread activity at the present time in most countries, owing to the increased numbers of migrants, the growth of exchanges of students and fellowship-holders, the expansion of international relations in various fields (economic, cultural, tourist), and the development of life-long education as a philosophical conception of education. The teaching of adults also brought up in a particularly acute form the problem of the diversification of language teaching methods and techniques, as a result of the extreme diversity of situations encountered.

When the language needs of adults were considered, it was found necessary, first of all, to single out the "occupational" needs which led some people to prefer the term "language for occupational use" to the traditional term "language of a special field". A distinction had again to be drawn between the very different situations experienced by adults working in a foreign country and by those wishing to learn, or to improve their knowledge of a foreign language, with a view to possible advancement, in their own country.

The idea of "language for occupational use" was in any case considered by some people to be too restrictive and reflecting only one of the three situations most frequently encountered, depending on whether the person concerned wished:

to work more efficiently (occupational need);

to study more successfully (the academic need of the foreign student);

to live more fully (the social need to communicate and be absorbed into a community).

In point of fact, a complete list of situations encountered would reveal the existence of many other categories with very specific needs, such as migrant workers illiterate in their mother tongue. The diversity of these situations had, of course, to be matched by diversification of the methods and strategies adopted, although such diversification might, in some countries, come up against the standardization imposed by economic restrictions.

Those attending the meeting felt, generally, speaking, that the occupational needs of adults should not lead to neglect of the human needs of communication at a less specialized level, particularly in the case of adults abroad.

In the majority of cases, a language course for adults should offer the same basic instruction for all, in order to promote communication, with further specialized instruction linked to specific occupational needs. Stress was laid on the need to develop learner-creativity in the foreign language.

It was also necessary to define specific aims, listed in order of priority. The question of the part played by the teachers of other subjects (mathematics, geography, etc.) could not be neglected but it was not specific to the teaching of adults in the case of second languages, and it was in any case out of the question for instruction in all subjects to be given by language teachers.

A basic problem in adult education was the linking of diversification in procedures and content with the motivations of the students.

The need for avoiding exclusive restriction to a specific content also stemmed from the actual circumstances of the working world at the present time: the phenomenon of mobility and instability which led to frequent changes of work and retraining in the course of working life. Another important factor was the prominence given to adult education in the various educational systems. In countries where adult education had become compulsory, under recurrent education schemes, there was a danger that diversification would encounter the same difficulties as in school education. On the other hand, diversification was inevitable when languages were taught to adults in response to the demands of people who were conscious of their needs and precisely motivated.

Another limitation of diversification, which should not be overlooked, lay in the desirability of being able to award comparable certificates based on similar criteria. Diversification should not be an obstacle to observance of a degree of uniformity in that respect. It should, furthermore, allow for successive integration at the various levels of language teaching, and for movements between one course and another.

The selection of materials to meet occupational needs implied that thorough surveys and analyses would have to be carried out before any course for adults was organized. A wide variety of materials existed for foreign students. The teacher nevertheless needed to be trained to improvise so as to cater for the different kinds of students he might have, but should remain within a certain conceptual framework.

Learning on one's own was at present taking on an ever-increasing importance, and examples of methods for learning by oneself were given by several participants.

Because of the diversity of language teaching for adults, and the further corresponding diversification to be expected in methods and techniques, the meeting, in conclusion, expressed the hope that a proper exchange system for materials used in different countries would be set up. This system should be based on a specialized centre sponsored by Unesco (ALSED programme).

VII. RESEARCH

Participants, after reviewing the various areas of research and the results achieved, again drew attention to the need to ensure closer links between the practice of language teaching and research and theories that would provide teachers with the necessary information relating to the subjects with which

they were concerned. It was stressed that only an interdisciplinary, comprehensive approach would lead to a clearer definition of the aims of teaching, the formulation of scientific criteria governing the choice of elements to be included in a language course, and the devising of learning strategies. The methodology of the teaching of the second language should be based on a language theory covering the structure, use and acquisition of the language. It should be focused on the linguistic needs, motivations and learning strategies of the adult learners concerned.

At the meeting devoted to the rôle of research in promoting and developing the diversification of methods and techniques for teaching languages at different levels, a large number of subjects were proposed. These subjects related to the various aspects of language teaching discussed during the meeting, and concerned students as well as teachers and the methods and techniques employed.

Proposals made at the meeting sprang from the desire to define research priorities which would help in formulating methodological approaches conducive to defining the aims and requirements of an education viewed within the context of life-long, all-embracing education dispensed to a varied learning public and which would provide guidance for the devising of a simple and effective teaching technology, adapted to the different teaching levels of the second language and viewed in relation to each country's socio-cultural data, in line with nationally defined objectives.

Some of the suggested investigations pertain to the psychology of learning, others to linguistics, psycho-linguistics and socio-linguistics, and others again to the methodology and didactics of language-teaching.

Examples are:

the relationship between the acquisition of the mother tongue and the learning of a second or foreign language, and the influence of one on the other;

the influence of early experience in the learning of a second language (sense of failure or of success) on the learning process thereafter;

memory retention;

analysis of the aptitude for learning languages as a factor independent of intelligence;

problems involved in the self-directed learning of languages;

analysis of learning difficulties in relation to the socio-cultural environment;

contrastive analysis of the languages found in a learning situation;

interactions in the language class;

the differences between the learning processes of children and of adults;

the preparation of pedagogical grammar books and of dictionaries and glossaries based on linguistic and semantic studies;

the application of stylistics to the teaching of languages at a certain level;

evaluation of the rôle, possibilities and limits of the media in the diversification of language teaching;

the media and individualization of teaching;

the new approach in the methodology of using the media as integrated auxiliaries in a learning system;

diversification of the aims of teaching and of evaluation;

evaluation techniques;

bilingualism in and out of school and the teaching of languages, etc.

It was considered possible to classify under four major research headings the problems most closely related to the general theme of diversification:

1. a study of the variations in, and development of, the aptitudes, motivations and difficulties of children and adults in learning a foreign language or a second language, and of the correlation between these changes and sociological and psychological factors;

2. the devising of appropriate working tools for language teaching in overcrowded and heterogeneous classes, including the pedagogical exploitation of language processes and methods for integrating evaluation into the process;

3. a study of the characteristic features of the languages used in a special field and of texts used for occupational purposes with a view to the teaching of languages in an academic or occupational context which would make possible both interprofessional communication and communication with the media;

4. an attempt to align the linguistic and educational terminology used in methodological studies with the content of language courses, by preparing a standard vocabulary.

With particular reference to the organization of research in an international context, the group also made a number of proposals which are summarized in the next section.

VIII. PROPOSALS AND SUGGESTIONS FOR FUTURE ACTION

The meeting considered that a number of measures should be taken at national or international level in order to ensure the required diversification of language teaching.

1. Firstly, in the light of the political, socio-economic and cultural choices made by each country, and in the context of the ultimate objectives of the national education system, the various functions of language teaching should be identified, as well as the specific objectives corresponding to the various language needs of the different age-groups and social and occupational groups, taking into account the relevant parameters. This preliminary work of analysis and definition should be given a place in the context of international education problems and should take into account the objective of international co-operation and understanding.

2. With regard to teacher training, it was desirable that such training should be based on theories which took into account the whole phenomenon of language, without being too closely linked to one particular theory.

The complex linking of the theoretical research carried out by linguists, psychologists and socio-linguists with the practical problems facing language teachers should be done by "teacher-educators", specially qualified in the fields of theory and application.

Account should be taken, in training at different levels, of such logistic problems as the time available, the size of classes and the rate of renewal, a distinction being made between the conditions peculiar to initial training, and to further training and refresher training.

Training, in all its forms, should never be confined simply to telling people what to do: the language teacher should learn, above all, to diagnose the initial situation of the students to determine the objectives of his teaching and the means of evaluating the extent to which those objectives had been attained; and to adapt his teaching to the needs and possibilities of his students.

Close co-ordination should be established between the various disciplines and persons contributing to such training, and more particularly between research workers and practitioners.

It was desirable that specific materials - not available today - should be specially devised for training language teachers. Precise analysis of the pedagogical act, through the study of interactions in the class (with all available technical supporting media) might be an important element in training.

Those general suggestions should not obscure the essential need to take account, in the preparation of training programmes, of the particular situation obtaining in each country or region concerned from the economic, social, political, cultural and educational standpoints.

3. It was important not only to make methods and techniques promote the diversification of language teaching, with particular reference to the needs of individualization and autonomy, but also to diversify the ways in which they were used by reference to the needs of different groups in school and groups of adults, as well as in teacher-training. The use of video-tape-recorders could be of considerable assistance in teacher training; intensive language instruction - sometimes alternating with other courses in extensive teaching - could be of great service in diversification, provided that full account was taken of the cultural context, the linguistic situation and the educational environment in which it was applied and that, where necessary, the materials used were adapted or prepared by the teachers themselves. It seemed essential to improve procedures for experiment and for the elaboration of methods and techniques.

4. The development of adult education in the context of life-long education, the fact that this type of education was generally based on the free motivation of those concerned, and the very wide variety of language needs in this field, necessitated a special effort to diversify the content and methods of teaching. A detailed analysis should first be made of the language needs of the various groups of adults, some of which were cultural in nature, others occupational. But even when devising language teaching for occupational purposes, it was necessary to define the type and level of linguistic ability required (reading, writing, understanding, communicating, etc.), in terms of the specific objective in view, distinguishing between learning in the country of origin and learning in a foreign country. In language teaching for occupational purposes, it was important not to overlook the human needs of communication and socialization. It was desirable that self-learning methods should be fully used in language teaching for adults.

5. In order to further the research considered most important for the diversification of language teaching, it was suggested that:

   the research trends already established in the fields acknowledged to be important should be followed to their logical conclusion with greater continuity and coherence;

   research should be organized at levels which more accurately reflected the general and specific nature of the objectives in view;

   a better co-ordinated bibliographical system should be established and offered to research workers in each field;

   a system for the exchange of information among research workers should be established under the responsibility of ALSED, based on a European centre for which a proposal had already been made.

6. The meeting also discussed the problems of international co-operation in language teaching in general, and in regard to the diversification and adaptation of teaching methods and techniques in particular. Emphasis was laid on the need to organize collaboration in a systematic and lasting form, and to call constantly upon the spirit of international co-operation among researchers, teachers, specialized institutions and bodies concerned. The speeches made on that item indicated the part that the ALSED programme played and should play in the future, particularly the part that was devoted to languages. Indeed the ALSED programme could contribute effectively to the application of the interdisciplinary approach to the different aspects of the teaching and learning of languages, just as it could contribute to research on their subject. Particular attention was therefore paid to the ALSED programme and its potential rôle in regard to requirements for the rapid circulation of information about the results of research and experimentation, information suited to the needs of the teachers and persons involved, which would lead to a better use of abilities, avoid duplication, and promote the harmonization and co-ordination of the intellectual and material efforts involved in language teaching.

ANNEXE I/ANNEX I

LISTE DES SPECIALISTES INVITES A LA REUNION/1/
LIST OF EXPERTS INVITED TO THE MEETING/1

Dr. Salah El-Araby
Professor of Teaching of English as a Foreign Language
Director of Audio-Visual Resources Center
The American University in Cairo
113, Sharia Kasr El Aini
Cairo
(République arabe d'Egypte)

Prof. Ayo Bamgbose
West African Linguistic Society (W.A.L.S.)
Head, Department of Linguistics and Nigerian Languages
University of Ibadan
Ibadan
(Nigéria)

*Dr. Ana Maria Barrenchea
Head, Department of Modern Languages
C.I.C.E.
Torcuato di Tella Instituto
R Freire 1673
Buenos Aires
(Argentine)

*Mme Maria Borodulina
Recteur
Institut pédagogique
Moscou
(URSS)

*Prof. Charles R. Bouton
President, Department of Modern Languages
Simon Fraser University
Burnaby 2, B.C. V5A1S6
(Canada)

Dr. Clare Burstall
Deputy Director
National Foundation for Educational Research in England and Wales
The Mere
Upton Park
Slough
Bucks. SL1 2DQ
(Royaume-Uni)

1. Les personnes dont les noms sont précédés d'un astéristique n'ont pu assister à la réunion./Experts whose names are preceded by an asterisk were unable to attend the meeting.

*Prof. A. Culioli
Département des recherches linguistiques
Université de Paris VII
2, place Jussieu
75221 PARIS
(France)

*Prof. Dembri
Faculté des lettres et sciences humaines
Université d'Alger
2, rue Didouche Mourad
Alger
(Algérie)

M. Denis Girard
Inspecteur pédagogique régional
39, Bd du Port-Royal
75013 Paris
(France)

Prof. Dr. F. Gomes de Matos
Director,
Centro de Linguística Aplicada do Instituto de Idiomas Yázigi
Av. 9 de Julho, 3.166
CEP 01406
São Paulo S.P.
(Brésil)

*M. A. Hadj-Salah
Directeur de l'Institut de linguistique et de phonétique
Université d'Alger
Alger
(Algérie)

Mr. Sven G. Johansson
Educational adviser for modern languages
National Board of Education
106 42 Stockholm
(Suède)

Prof. Mubanga E. Kashoki
Director,
Institute for African Studies
University of Zambia
P.O. Box 900
Lusaka
(Zambie)

*Prof. William F. Mackey
Centre international de recherches sur le bilinguisme
Cité universitaire
Québec P.Q
(Canada)

Prof. Nzenge Movoambe M'Bulamoko
Rectorat,
Université nationale du Zaïre
Institut pédagogique national
B.P. 8815
Kinshasa
(Zaïre)

Prof. Bojil Nicolov
Vice-Recteur
Université de Sofia
15, boulevard Rouski
Sofia
(Bulgarie)

M. Yasuo Ohashi
Professeur de français
Université de Kyoto
Sakyo-ku
Kyoto
(Japon)

Dr. Asmah Haji Omar
Acting Director
Language Centre
University of Malaya
Lembah Pantai
Kuala Lumpur
(Malaisie)

Dr. Christina Bratt Paulston
Director, English Language Institute
Department of General Linguistics
204, Loeffler Building
University of Pittsburgh
Pittsburgh, PA 15260
(Etats-Unis d'Amérique)

M. E. Roulet
Professeur de linguistique générale
à l'Université de Neuchâtel
Trois Portes 33
CH-2006 Neuchâtel
(Suisse)

Dr. Ramanath Sahai
Professor,
Central Institute of Hindi
69, Gandhinagra
Agra, U.P.
(Inde)

M. Amadou Samb
Conseiller technique au Cabinet
du ministre de l'enseignement supérieur du Sénégal
Dakar
(Sénégal)

Dr. R.N. Srivastava
Professor in charge
New Delhi Campus
Central Institute of Hindi
K-118 Hauz Khas Enclave
New Delhi 110016
(Inde)

Dr. György Szépé
Secretary of the Commission of Applied Linguistics of the Hungarian Academy of Sciences
Vice-President of the International Association of Applied Linguistics
H-1075 Budapest
Tanács körut 13-15.IV.28
(Hongrie)

Licenciado Salvador Tapia y Cervantes
Centro de Idiomas
Consejo Nacional de Ciencia y Tecnologia (CONACYT)
Avenida Insurgentes Sur 1677
Mexico 20, D.F.
(Mexique)

*Prof. Dr. Rudolph Troike
Director, Center for Applied Linguistics
1611 North Kent Street
Arlington, Va 22209
(Etats-Unis d'Amérique)

Professeur Richard Vigneault
Secrétaire
Centre international de recherche sur le bilinguisme
Université Laval
Cité universitaire
Pavillon des Arts, 6e étage
Québec
(Canada G1K 7P4)

*M. Ahmed Zakhdar
Directeur de l'Institut d'arabisation
Avenue Moulay Chérif
Rabat
(Maroc)

Prof. Ernesto Zierer
Chairman,
Departamento de Idiomas y Lingüistica
Ciudad Universitaria
Apartado 315
Trujillo
(Pérou)

OBSERVATEURS/OBSERVERS

AILA

Dr. Max Gorosch
Vice-Président
International Association of Applied Linguistics (AILA)
Professor, Dept. of Spanish
Handelshøjskolen i København
Fabrikvej 7
2000 - Copenhague F
(Danemark)

AIMAV

Prof. Marcel De Greve
Secrétaire général
Association internationale pour la recherche et la diffusion des méthodes audiovisuelles et structuro-globales (AIMAV)
157, avenue Winston Chruschill
1180 - Bruxelles
(Belgique)

Prof. Fr. J.A. Van Passel
Observateur/AIMAV
Antwerpsesteenweg 12
B-2800 Mechelen
(Belgique)

THE BRITISH COUNCIL

Mr. R.X. Hindmarsh
Deputy Controller
English Teaching Division
The British Council
10 Spring Gardens
London SW1A 2BN
(Royaume-Uni)

CMOPE/WCOTP

M. Jean Mounolou
Confédération mondiale des organisations de la profession enseignante
178, rue Berruer
3300 Bordeaux
(France)

ECOLE NATIONALE SUPERIEURE DE SAINT-CLOUD

M. Paul Chaix
ENS Saint-Cloud
2, avenue du Palais
92 - Saint-Cloud
(France)

Mme Charmian O'Neil
ENS Saint-Cloud
2, avenue du Palais
92 - Saint-Cloud
(France)

FIPLV

Dr. Reinhold Freudenstein
Secretary-General
Fédération internationale des professeurs de langues vivantes (FIPLV)
D-355 Marburg/Lahn
Liebigstrasse 37
(République fédérale d'Allemagne)

Mr. B.M. Haggis
Représentant de la FIPLV auprès de l'Unesco
Centre international d'études pédagogiques
1, avenue Léon-Journault
92310 - Sèvres
(France)

*Fédération internationale syndicale de l'enseignement
World Federation of Teachers Unions
Opletova 57
Prague 1
(Tchécoslovaquie)

FOUNDATION FORD

*Prof. Melvin J. Fox
Education Adviser
The Ford Foundation
320 East 43rd Street
New York, N.Y. 10017
(Etats-Unis d'Amérique)

*Ms Betty P. Skolnick
Assistant Program Officer
The Ford Foundation
320 East 43rd Street
New York, N.Y. 10017
(Etats-Unis d'Amérique)

ANNEXE II/ANNEX II

LISTE DES DOCUMENTS/LIST OF DOCUMENTS

ED-75/CONF.606/			
1	E • F		Ordre du jour/Agenda.
1 bis	E • F		Calendrier de travail provisoire/Provisional time-table.
2	E • F		Règlement intérieur/Rules of procedure.
3	E • F		Notice explicative/Explanatory note.
4	E • F		Professeur E. ROULET : L'apport des sciences du langage à la diversification des méthodes d'enseignement des langues secondes en fonction des caractéristiques des publics visés/ The contribution of language sciences to the diversification of second language teaching methods in the light of the characteristics of the learners.
5	E • F		Document de travail/Working paper.
6	E • F	(summary)	Professeur M. DE GREVE : The use of audio-visual technical media in language teaching : methodological problems.
7	F		Professeur M. DE GREVE : L'utilisation des moyens techniques audiovisuels dans l'enseignement des langues : problèmes de méthode.
8	E		Prof. M. GOROSCH : Modern language teaching to adults for professional use.
8 bis	F	(résumé)	Professeur M. GOROSCH : La diversification des méthodes et techniques d'enseignement de la seconde langue aux adultes en vue des besoins professionnels.
9	E		FIPLV : Foreign language teaching and learning today (1975).
9 bis	E	(summary)	FIPLV : id. (summary of the findings).
10	F		M. D. GIRARD : L'enseignement des langues étrangères en France.
11	F		M. Y. OHASHI : Problèmes actuels de l'enseignement des langues au Japon.
12	E	• Appendix A (F) • Appendix B (E)	UNESCO STAFF TRAINING DIVISION : Report on Unesco's Experience in the Teaching of Languages to Adults by the Staff Training Division.
13	F	(résumé)	Professeur B. NICOLOV : Quelques conclusions tirées de l'enseignement des langues étrangères aux adultes en Bulgarie.
13 bis	F	(résumé)	Professeur B. NICOLOV : Une expérience récente d'enseignement du français - langue seconde, dans une école technique en Bulgarie.

14		F	Professeur Fr. VAN PASSEL (AIMAV) : Bilan de l'enseignement des langues : un module d'apprentissage.
15	E		Prof. E. ZIERER : An integrative Model of Second-language Didactics.
15 bis	E		Prof. E. ZIERER : Second-Language Teaching and Learning in (Present-Day) Peru.
16	E		Dr. Salah A. EL-ARABY : Aids and techniques in teaching English as a second language in the Arab Republic of Egypt.
17	E		Prof. Dr. Ramanath SAHAI : An overview of Educational Bilingualism in India.
18	E		Prof. Dr. F. GOMES de MATOS : Main achievements, noteworthy trends and innovations in foreign language teaching in Brazil. July 1, 1965 - July 31, 1975.
19		F	M. Amadou SAMB : Langues nationales et enseignement du français.
20	E		Dr. C. BURSTALL : A ten-year evaluation of the teaching of French in British Primary Schools.
21	E		Dr. Asmah Haji OMAR : English Language Teaching in Malaysia with a Focus on the University of Malaya English Language Programme (A brief outline).
22		Spanish	Licenciado S. TAPIA : Centro de idiomas del CONACIT (El Consejo Nacional de Ciencia y Tecnologia) (Mexique).
23	E		Prof. Ayo BAMGBOSE : Second-language teaching in Nigeria.
24	prov. E + F		Projet de rapport/Draft Report.
25		F	Professeur R. VIGNEAULT : Réalisation et recherches récentes en didactique des langues au Canada.
26	E		Dr. C. Bratt PAULSTON : Teaching English to Speakers of other Languages in the US, 1975 : A Dipstick Paper.
27	E		Prof. R.N. SRIVASTAVA : Linguistic Perspective to Pedagogical Grammar (for foreign language teaching).
28	E		Prof. M.E. KASHOKI : A brief report on Zambia.
29	E + F		Professeur BAMGBOSE, Professeur GOROSCH, Professeur DE GREVE, Dr SZEPE : Cadre d'une problématique de la diversification de l'enseignement des langues/Framework for consideration of the problem involved in the diversification of the teaching of languages.
30	E		Prof. R. SAHAI : A note on "Requirements" in Teacher Training and Teacher Trainers Training Programmes.
31	E		Prof. R.N. SRIVASTAVA : Appropriateness of Terminology.

ED-75/CONF.606/INF.1	Liste des documents/List of documents.
INF.2	Liste provisoire des participants/Provisional List of Participants.
ED-75/WS/59 F	Mmes Charmian O'NEIL, Annie REGOURD, MM. Michel CANDELIER, Paul CHAIX, Daniel COSTE : Etude critique des modalités d'individualisation, d'autonomie et d'auto-didactie dans le domaine de l'acquisition des langues vivantes secondes (propositions préliminaires en vue de l'établissement d'un inventaire des matériels d'apprentissage de cette nature pour les langues de grande diffusion).

ANNEX III

FRAMEWORK FOR CONSIDERATION OF THE PROBLEMS INVOLVED IN THE DIVERSIFICATION OF THE TEACHING OF LANGUAGES

The meeting was united in thinking that the problems involved in the diversification of the teaching of languages should be studied by a working party which would define the framework for their consideration. The following text is the result of the discussions of that working party:

Taking as a basis the material contained in the Working Paper (ED-75/CONF.606/5), circulated by the Secretariat of the Meeting, and endorsing the suggestions made by Mr. Ochs in his address on 17 September (Wednesday afternoon), the sub-committee addressed itself to the task of working out an operational scheme which would make it possible:

1. to identify language needs for various purposes;

2. to diversify language teaching;

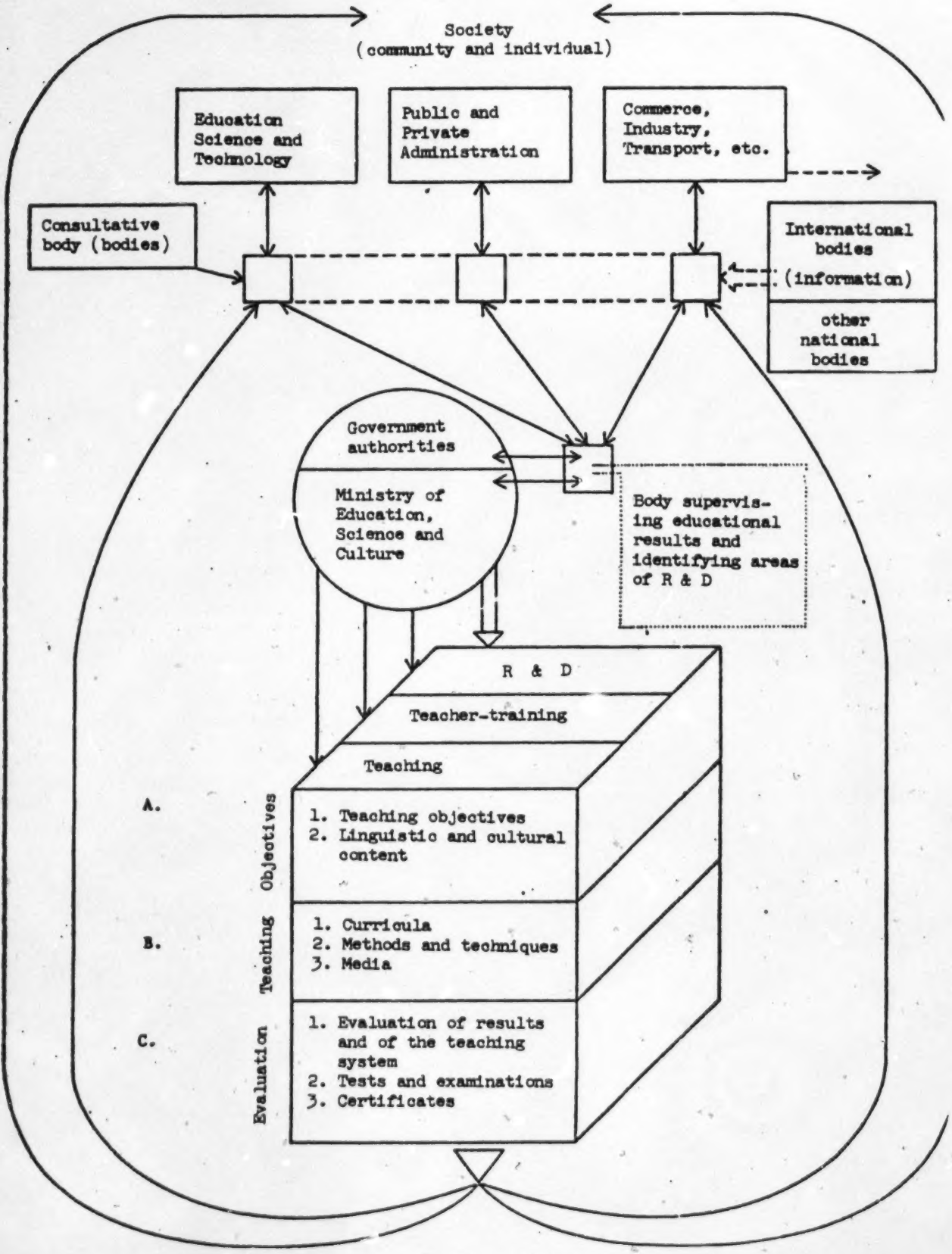
3. to determine what authorities and what groups of specialists and people in positions of responsibility are concerned with the problems of the methods and techniques of teaching a second language, or even a foreign language in general.

The reference documents of the sub-committee were, principally, the reports specially prepared for this meeting by Mr. Eddy Roulet (L'apport des sciences du langage à la diversification des méthodes d'enseignement des langues secondes en fonction des caractéristiques des publics visés), Mr. Max Gorosch (Modern Language Teaching to Adults for Professional Use) and Mr. Marcel de Grève (L'utilisation des moyens techniques audio-visuels dans l'enseignement des langues: problèmes de méthode) - and more particularly the two last-named, since, interesting though it was, Mr. Roulet's report was so "neutral" in approach that the sub-committee saw less clearly how it could be used for the specific purposes with which it was concerned.

The sub-committee is of the opinion: (1) that consideration of the language needs of the members of a given community, and responsibility for meeting those needs, should be approached globally; (2) that the results achieved by various methods and techniques should be constantly checked; and (3) that all research related to the acquisition (teaching/learning) of a second and/or foreign language should be carried out with due regard to the development of the country, the region or the socio-professional environment; hence the need to consider /R & D/ (Research and Development) as a permanent category. In view of the foregoing, the sub-committee proposes the following operational scheme.(1)

(1) Modified version of the scheme set out in Mr. Gorosch's report (GRAPH 3).

From language requirements to the evaluation of methods and techniques



Moreover, the sub-committee considers that a formal distinction should be made between linguistic planning, which lies within the politico-cultural sphere, and the planning of language teaching, which lies within the linguistic and educational spheres, with, of course, an interrelation between the two.

Linguistic planning

(a) languages as a factor in communication and education, relations with mathematics and with the mother tongue;

(b) choice of foreign language(s);

(c) specific rôle of the language or languages;

(d) rate of educational development (resources, industry).

Planning of language teaching

(a)	language needs linguistic objectives	
(b)	teaching syllabuses, media, etc.	Training of teachers and of teacher-educators
(c)	evaluation	

Lastly, with regard to university students, two categories should be considered:

(a) future language teachers, whose training should provide for the study of language as a subject;

(b) other students, for whom the target-language may be either a working tool (possibly a means of communication) or a study tool.

As a supplement to the scheme, the sub-committee proposes that the authorities and advisory bodies should be urged to take account of the following set of parameters (not arranged in order and not exhaustive) when determining needs and assessing results:

Parameters -
- age
- level
- orientation aims(1)
- allocation of time, continuity(2)
- socio-cultural aspects(3)
- intellectual ability

These parameters must naturally be adapted to the different forms and levels of education.(4)

Professor Ayo Bamgbose
Professor Max Gorosch
Professor György Szépe
Professor Marcel De Grève

(1) E.g. general or specialized education, vocational training; linguistic knowledge, cultural content.
(2) E.g. reintegration following interrupted studies.
(3) E.g. environment, mixed population, migrants, etc.
(4) E.g. primary, secondary, university, etc., education.